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ABSTRACT

Under a grant from the Council on Library Resources during the period from May 1972 to October 1973, a study explored ways in which graduate library schools and public school systems can cooperate for mutual benefit. Part 1 of the report highlights information gained from a telephone survey and followup visits to selected library schools to identify areas in which cooperative projects are, or could, function, particularly in the training of school media personnel. Part 2 of the study examined the programs preparing school media specialists in five library schools in the northeastern United States. From this review of curriculum there is developed a complementary inservice program for staff development of media specialists. Part 3 describes some of the cooperative projects which have been implemented between the Simmons College School of Library Science in Boston, Massachusetts, and the Groton Public Schools, Connecticut. It is concluded that college/school cooperation in library education can be very valuable and should be extended. (Author/SL)

COOPERATIVE PROJECTS OF GRADUATE LIBRARY SCHOOLS AND PUBLIC SCHOOL SYSTEMS
A REPORT TO THE COUNCIL ON LIBRARY RESOURCES

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Mrs. Elizabeth T. Fast
September 1973

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INTRODUCTION

This report covers work done under a grant from the Council on Library Resources during the period from May 1972 through October 1973 to explore ways in which graduate library schools and public school systems can cooperate for mutual benefit. I am grateful to the Council on Library Resources for making it possible for me to communicate with various library schools and to visit some of these schools to discuss the idea of cooperative projects with school systems. The grant has also enabled me to become more familiar with the programs of preparation for school media specialists with emphasis on the five graduate library schools closest to Groton. As part of this project, a number of special activities have been carried out involving Simmons College School of Library Science in Boston and the Groton Public Schools.

Part I of this report highlights information gained from a telephone survey of library schools and follow-up visits to selected schools to identify areas in which library schools and school systems are or could be working together. Although originally planned as Phase I of this project, major surgery for cancer in May 1972 forced me to postpone this part of the study, and it was carried out throughout the total time span. Some selectivity in the schools contacted was used as described in Part I of this report. The Knapp School Library Manpower Project library schools were added to the original list of the accredited library schools since each of them is working directly with school systems in its vicinity.

Part II of the project was a study of the programs preparing school media specialists concentrating on the programs at Southern Connecticut State College, New Haven; the University of Rhode Island at Kingston; Columbia University, New York; the State University of New York at Albany; and Simmons College in Boston. From the interchange of ideas with the faculty members in these schools who are school library specialists, I was able to develop a program for staff development for our media

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specialists as an extension of the program of preparation offered by the schools. In this phase of my project, material prepared by the Knapp Project staff has been very helpful.

Part III of this report describes some of the cooperative projects which have been worked out with Simmons College School of Library Science. Several of these projects are on-going activities which will continue beyond the conclusion of the Council on Library Resources grant period.

Because of the nature of this project, much of the work has been carried out on a part-time basis although some of the travel was done during a more concentrated period of a three month summer leave of absence. Since this represented a departure from the customary procedure of the Council on Library Resources, I feel I should analyze the advantages and disadvantages of a part-time project extended over a longer period of time.

The advantages are the development of an on-going relationship with a library school and a real sense of mid-career education as an on-going process rather than as a break in one's career. While this was an integral part of my project's objectives, it could prove to be an important aspect of other projects. It is difficult to find a cut-off point for my study, and some of the cooperative projects must be classified as work-in-progress. This suggests the further advantage that more cooperative projects will be undertaken in the future. In other words, the grant's effects will be continued indefinitely.

The disadvantages of this type of project were the difficulty to give concentrated attention to the study over an extended period of time and the natural inclination to procrastinate. The original time schedule of completing the telephone survey during the first summer vacation period would have been a better use of time since this part of the study lent itself to full-time activity. Since illness intervened, this was not possible and I feel that Parts II and III of the study, which were designed as part-time on-going projects were more successful than Part I.

To summarize, a part-time long-term study is valuable in a project aimed at <u>process</u> rather than <u>product</u>, such as developing a continuing relationship rather than

a aurvey or in-depth study of a particular area. If "education is a part of life rather than apart from life," then I can credit my Council on Library Resources grant project with giving me a mid-career educational boost which will be truly continuing education.

My thanks go to the Groton Public Schools and to the many wonderful people at the various library schools who have given generous amounts of their time to this project. I especially want to thank Dr. Jane Hannigan, formerly of Simmons College and now at Columbia University, for the many hours of time we have spent in professional dialogue related to this project.

PART I

EXAMPLES OF WAYS IN WHICH SELECTED GRADUATE LIBRARY SCHOOLS ARE WORKING COOPERATIVELY WITH SCHOOL DISTRICTS

The original purpose of Part I of this study was to survey all the accredited graduate library schools in the United States (mainly by telephone) to determine the degree to which they work with public school systems. This survey was to form the basis for the work to be done in Parts II and III of this study. Since it became necessary to carry out all three parts of this study simultaneously, the scope of Part I was changed from an information-gathering survey to an in-depth study of some innovative programs of cooperation in a smaller number of library schools. At the same time the list of schools was extended to include schools in the School Library Manpower Project, whether accredited by the American Library Association or not.

Although programs at more than one-fourth of this list of graduate library schools were studied, it is unreliable to make generalizations based on the sample since it was not a true random sample. However, the more limited survey did reveal a number of interesting cooperative programs which are taking place and also pointed up the need for greater liason between library schools and public school systems. Throughout the course of the study, every opportunity to gain information about ways for cooperation was sought from practicing school media specialists as well as from library school faculty.

Without exception, the library school faculty responsible for school library media programs agreed that closer cooperation was most desirable. Many schools have formal relationships only through their student teaching or field work programs. Shortage of staff time is the main reason why greater cooperation does not flourish; in a number of library schools a single faculty member is responsible for the school program, and sometimes this responsibility is combined with all work in the field of children's and young adult services.

Individual comments included these statements: "We should do more in this area." "No one has all the answers; we need to maintain dialogue." "We need more communication with school administrators." "I always learn from my visits to schools."

"We think it is important to work with the schools."

Since field work is currently being researched by a doctoral candidate at Columbia University School of Library Service, information from this part of the survey will not be summarized in this report. Faculty with practice work programs seem to feel that these programs, although time-consuming, do guarantee a liason and contact with public schools. Whether this idea falls in the same category as the comments of the librarians who are reluctant to abandon the task of doing their own cataloging for fear they will lose the opportunity to get to know the books is difficult to tell at this point. Several library schools without formal practice teaching in the schools felt they should consider such programs due to the need for this work before students can gain certification. Some of the schools offer field work experiences aimed at achieving specific objectives instead of the traditional practice teaching, and this may be a better way of combining the practical experiences with the theoretical background.

Another frequent complaint is the inflexibility of the core program in the library school which limits the amount of time students might spend in field work. The relevancy of this core in its present form to the needs of school media specialists was questioned; several of the experimental programs have moved away from the required core.

The lack of interest in the public schools on the part of many faculty members, other than those involved in the school library training, was evident in many cases. School systems are rarely used as laboratories for research work by faculty members although part of the blame for this rests on the paucity of research work done by library school faculty. There are some notable exceptions to these generalizations.

Most library schools have not ventured far beyond their regular course programs in seeking to provide continuing education opportunities for school library media personnel. It is possible that this situation will change if colleges and universities have more difficulty in filling their classes with students. The energy crisis may make higher education institutions consider the idea of taking more

courses, workshops, and institutes off-campus to make them more accessible to people in school districts.

For the most part, the relationships of library school faculty to school district personnel depends upon the personal contacts of the faculty member(s). Dialogue is maintained by professional association work, speeches and consultant work by library school faculty, participation on evaluation teams and certification task forces, and similar activities.

Most of the library school faculty contacted had more ideas about ways of extending and enhancing their contacts with public schools than they had time, staff, or budget to carry out. There are many interesting possibilities for the expansion of cooperative programs and for making the library school program more relevant to the needs of the school systems who will employ their graduates.

Some of the ideas suggested by library school faculty and/or by practicing media specialists included: joint appointments of library school faculty with education departments to facilitate communication and cross-enrollment in courses; joint recruitment programs by school media specialists and library schools to bring successful teachers into graduate library schools as students; increased dialogue so that school media specialists can have some input into the library school's curriculum perhaps through advisory committees that really advise; greater emphasis on background in curriculum in the education of school media specialists; need for improved communication channels between school district recruiters (who often are not media staff) and the library school faculty member(s) in charge of the education of school media personnel; consideration of an interdisciplinary masters degree with major work in librarianship and minor in education; elimination or modification of the core requirements; need for library schools to train subject specialists within the masters degree program for differentiated staffing in secondary school media centers; jointly developed publications representing exchange of points of view; jointly operated examination centers and evaluation centers; greater participation of library school faculty in school district in-service staff development programs;

"visiting professors for a day" in which school district staff spend short periods of time in a library school, perhaps in exchange for library school faculty time in their district in-service programs; more institutes, workshops, and opportunities for continuing education without matriculation; return of first-year graduates to the library school for a rap session; more informal meetings between university and field people to discuss mutual concerns; closer work by library school with student teachers (not student school media specialists) in institutions with teacher-training programs and library schools.

An interesting "wish project" envisions a way in which district media supervisors would provide practical input for the design of a computer program which would be used to teach adminstration courses in the library school and as self-study staff development programs in the field. Computer programs could take real problem situations and offer various alternative strategies for the student to the next step in the decision-making process.

Ten of the library schools surveyed have specific programs or activities which will be discussed more completely in the remainder of this section. They have been highlighted because their programs are unique or because they represent typical ways in which library schools are cooperating with school districts. My thanks go to the library school faculty members from these schools and also to faculty members at Indiana University, the University of Pittsburgh, the University of Rhode Island, Southern Connecticut State College, and Texas Woman's University for their help in this project. Robert Case, Anna Mary Lowrey, and Lu Ouida Vinson of the American Library Association were also helpful in the data collection.

STATE UNIVERSITY OF NEW YORK AT ALBANY: SCHOOL OF LIBRARY AND INFORMATION SCIENCE

One of the most ambitious cooperative projects found in this study is the internship prpgram at the State University of New York a Albany with the Niskayuna (New York) Public Schools, for the year beginning in January 1974. The project is partially funded by a grant under Title II, Part B, Higher Education Act of 1965 (P.L. 89-329). The program will prepare nine minority group college graduates to become

school media specialists, aimed at placing them in schools that are predominantly composed of students and faculty from the dominant white culture. For this reason the school district chosen for the experimental project is a suburban community with a white upper-middle class population.

This program has other innovative features that have ramifications beyond the minority group education and cross-cultural exchange aspects of the training program. The students will have a custom-designed library school education with much greater flexibility than the usual Albany program for training school media specialists, which is similar to many library schools with a core curriculum. The internship in the school system is extensive, and a library school faculty member will be placed in the Niskayuna School System on a full-time basis to work with the internship students. The opportunity for integrating theory and practice in a laboratory environment is superb.

The students will start with a two-week pre-internship in the Niskayuna Schools prior to the start of the spring semester at Albany. This will provide an opportunity to meet the media staff and to observe the media program in operation. One student will be assigned to each of elementary and middle schools and two to the high school. During the spring "internal" semester the students will take a full program at the University with two of the basic foundation courses, two foundation courses modified to meet the needs of school media specialists and either a course in children's literature or materials for young adults. During the spring semester, the students will be encouraged to test ideas and theories learned in the classroom at the Niskayuna Schools. Each student will serve on a committee or teaching team in his/her assigned school.

A special minority group selection and evaluation center will be established in the Library Science Collection of the University Library, and this collection will be available for use by practicing media specialists in the area. A colloquium series concerned with materials for minorities will be held at the University, and the professional staff of the Niskayuna Public Schools and media specialists from

other area school districts will be invited to these meetings.

Six-weeks of mini-courses will form the curriculum for the summer session. The fall semester will be the "external" semester to be spent in the Niskayuna Schools. The Intern Professor from the university will work on a full-time basis with the media specialists and the student interns in specific evaluation projects and activities.

Student interns will function as an integral part of the school district's educational program. In addition to duties in their assigned media centers, they will serve as resource specialists in identifying materials about minorities in their schools and in work to develop and strengthen the media collections in this area. They will be encouraged to develop mini-courses for students and staff development programs for the school personnel in this area of expertise

The contract with the United States Office of Education includes funds for an outside evaluation of the program by the Library Research Center of the University of Illinois. If the program accomplishes its objectives, it should have a widespread impact on the education of school media specialists in our library schools.

This program might well become a model for the education of school media specialists with its mix of formal course work at the library school (modified to meet the needs of the school media specialist) and internship with a public school system serving as a laboratory environment. It represents a formal commitment by both the school district and the library school to a cooperative venture that is of mutual benefit.

Some parts of the program such as the minority group resource center and the colloquium series will prove of immediate value to other area school districts besides the one with whom the contractual arrangement is set.

The program builds on the experience of other cooperative relationships established previously with area school districts. The evaluation of these projects and activities have convinced the library school that direct experience provides a necessary dimension to the education of school media specialists.

AUBURN UNIVERSITY: DEPARTMENT OF EDUCATIONAL MEDIA, SCHOOL OF EDUCATION

The graduate program of the Department of Educational Media at Auburn, selected as one of the six experimental programs in school media education in the School Library Manpower Project (funded by the Knapp Foundation of North Carolina, Inc., and administered by the American Association of School Librarians of the American Library Association) was field-centered and competency-based. In this program the school media centers of the state became learning laboratories for the graduate students.

The Auburn program provided special assistance to the field participants (practitioners in the selected field centers), who engaged in an academic program carrying university credit. Field-centered experiences for the full-time university-based students in the program enabled them to identify problems in the university and to resolve them in the schools.

Four of graduate courses in the program, Problems in the Administration of Media Services, Media Services in School and Community, Studies in Education, and Evaluation of Media Programs, were designated as field courses. In these courses the students identified and resolved problems using the field center schools. Activities of students included field testing procedures for technical services, developing community resource files, and both comprehensive and specific program evaluation.

The unique feature of enrolling practising school media personnel and full-time university students in the experimental program gave an added dimension to the program. The first year of the program it was mandatory for a school system to have at least one person enrolled in the Auburn program in order to be designated as a field center; in some cases, school principals enrolled. This encouraged classroom exchange of ideas and facilitated cooperative field experiences. The problems to be solved were real-life problems. Rather than perpetuating the out-moded attitudes and practices which might have been found in the area's schools where media programs fell far below national standards, the university experience of the field partici-

pants raised their sights and gave them new goals and concepts.

Course modules were designed to meet performance objectives, and these objectives incorporated techniques of problem identification with subsequent resolution in the field centers which served as testing sites. The work done in the schools had value for both the university student and the school system. In some schools, the Auburn students and faculty were able to participate in the initial planning of a media program that later came into being.

Students were encouraged to select field experiences which would develop the competencies they needed. Field centers were selected after a student-faculty planning conference which pinpointed the experience that would fulfill the student's needs. The particular field center was chosen because it had the problem required and needed and wanted it resolved. Often teams of students cooperated in activities that resolved jointly-shared problems. In the spring quarter of 1973, fifteen students spent over 2400 hours in field work experiences.

The success of Auburn's program was defined by one superintendent of schools who said that the program "has at long last developed a relationship between the public schools and the university that truly benefits both concerned." The philosophy and the design of the program are worthy of emulation elsewhere and represent an exemplary kind of cooperation.

COLUMBIA UNIVERSITY: SCHOOL OF LIBRARY SERVICE

Columbia's new program of media center field work (LS K6312y-3 credits), which is now required for all students specializing in library service to children and young adults unless exempted by special permission, will use Morningside Heights as a laboratory. The area includes two community school districts, two branch libraries, and a variety of community patterns.

The program is geared to the individualized needs of each student with small and large group rap sessions and individual tutorial meetings supplementing the independent observations and field work done by the students. It will be supervised by four faculty members. Each student works in one or more media center or public library

department under the direction of a professional specialist on the job. Through field trips, planned observation, and the field work itself, each student has the opportunity to become knowledgeable about four different situations where media resources and services are provided for youth: elementary and secondary schools, and children and young adult public library services.

Upon closer examination there are a number of innovative aspects to the program; the excitement of the field work format transcends the literal description. The idea of studying an area which is limited geographically but has a wide variety of cultural situations presents endless possibilities for developing professional understanding of user needs and potential services. A study of this community's youth and their access to all types of media (including record and dime stores as well as libraries) will precede the field work; each student is responsible for an area one or two blocks square, and the composite of their information-gathering will provide a profile of the total area. Wherever possible, students become involved with agencies outside the school and public library that also serve the youth of the area.

With a number of school media specialists and public librarians in the field participating in the program as supervisors, close liason with these people is essential. The field work is a two-way street, and the assistance and cooperation of these field participants, who have been carefully selected to carry out the program's objectives, are important for the success of the program.

This program is a fine example of a carefully planned relationship between a library school and its surrounding area, including two school districts. It will benefit the students by exposing them to a practical component to balance the theory of their course work. The information exchange and the ideas generated by the community study should prove valuable to the school system as well as to the library school.

UNIVERSITY OF DENVER: GRADUATE SCHOOL OF LIBRARIANSHIP

The School Library Manpower Project program at the University of Denver was designed to include field case study at the heart of its unique program for educating

district school library media directors. The program, which has some resemblance in scope to a doctoral program, was structured to take the student from a study of the societal problems in the world to the educational trends which developed in response to these problems and then to consideration of the role of the media program in the educational picture. After one and one-half quarters on campus, most students returned to their home districts for field work although two elected to work in districts near Denver which had expressed an interest in the program.

It was felt that the program would provide benefits to the participating districts as well as to the library school students. The district contributed a year of released time for the student, secretarial help, and staff assistance during the on-site study; some districts gave sizeable financial aid in the form of Sabbatical leave payments, transportation, books, and other expense funds for their library media specialists. In return, the district gained the advantage of a custom-made study with expert consultant help from the two library school faculty members who supervised the project.

The student's study was designed to provide a plan for achieving clearly stated objectives with a carefully prepared "campaign strategy" for implementing the proposal in the district. Thus, the district would receive additional benefit when the student returned to work at the conclusion of the year of study.

Comments from the faculty members pointed up the need for genuine cooperation from the school district, citing greater success for the student when the district gave full-fledged support. This cooperation sometimes depended upon the self-perception of the people in the district; if the library supervisor felt threatened by having a staff member participating in the program, then the degree of support was more limited. During the second year of the project, the library school emphasized recruitment of the district rather than of the individual student.

It is interesting to note that the participating students were unanimous in their praise of the on-site study. All expressed the feeling that it was a strong

feature of the program which should be retained when the project moved from an experimental program to a regular part of the graduate studies program. Since this aspect of the program was very costly due to the need for visits by library school faculty members and since a required on-campus seminar is part of the regular graduate studies program, the field work in the district has been reduced to a three-week period without on-site supervision by faculty members from the University.

Even though the sudden cutoff in the availability of fellowship funds, caused by a shift in national priorities between the time the program was approved and the period when it was carried out, had a drastic effect on the number of students who enrolled in the program, the underlying philosophy seems sound to this observer. If the program is replicated elsewhere, it might be easier to build the necessary climate of understanding in the districts that are close enough geographically to the library school to develop a more permanent on-going relationship with the school. In such cases the mutual benefit to the school district and the library school would be enhanced.

THE UNIVERSITY OF MARYLAND: SCHOOL OF LIBRARY AND INFORMATION SERVICES

The University of Maryland School of Library and Information Services is one library school which is using a cooperating school district in a major research project. The project, concerned with the development of a systematic process for planning school media programs[1], was a cooperative project involving the Maryland State Department of Education, Division of Library Development and Services, the Montgomery County Public Schools, and the library school. It is an innovative and exemplary project in concept and in the cooperative way in which it was developed. As Dr. James Liesener explains it in School Media Quarterly, the State Department of

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[1] The project is described in James W. Liesener and Karen M. Levitan, A Process for Planning School Media Programs Defining Service Outputs, Determining Resource and Operational Requirements, and Estimating Program Costs; Final Report of Project Funded by the Maryland State Department of Education, Division of Library Development and Services, School of Library and Information Services, University of Maryland, August 1972 and in James W. Liesener, "The Development of a Planning Process for Media Programs," School Media Quarterly, 1 (Summer 1973), pp. 278-87.

of Education provided the initial impetus, funding, and consultation; the public school system provided the data and the place to test the concept; while the [illegible]IS provided the project staff and the management and research expertise.

The program builds on the principles of PPBS (Planning, Programming, Budgeting Systems) and systems analysis. The project sought to develop a planning process for budget purposes which could be used at either the building or district level with major emphasis on the building level as the point closest to the client.

Taking six specified services of school media centers: access to materials, equipment, and space; reference; production; instruction; consultation and public relations, the study developed an instrument for pinpointing resource costs and conversion (staff) costs. By use of a Program Casting Matrix the resource and conversion costs are linked to each service output in the media center program. The program planning uses two basic formulas to compute program costs which are applied throughout the matrix.

The project represents a major break-through in the school media field, since it is aimed at defining measurable program outputs and then relating these outputs to the resources necessary to carry out the program. In the past most designs for measuring program adequacy have been based on counting quantities of resources which are really input measures and then equating this with quality of output, a questionable procedure. This new instrument provides the profession with a method for measuring services which can be very useful in this era of accountability.

Statistics gathered at two Montgomery County Schools (an elementary and a secondary school) and at the district level were used to develop a hypothetical example which gives a better picture of data items and a clearer identification of the problems involved in figuring costs. For example, the researchers discovered that computing costs of supplies and production costs present special problems which are handled in the directions to the data collection forms. From this use of the instrument, its practicality and feasibility were determined. Some modifications in the instrument were made based on feedback from the school system.

The School of Library and Information Services has worked cooperatively with the Montgomery Public Schools and other neighboring school districts on other projects and in the field studies course where the school districts serve as a laboratory for graduate students. However, the cooperative project for planning school media programs is the best example of a cooperative research project located in my study. It illustrates the mutual benefit of cooperative research in which the school district provides the practical situation suitable for data collection and the university provides the research talent. Although the cooperative process is important, the results have value beyond their benefit to the participants.

UNIVERSITY OF MICHIGAN: SCHOOL OF LIBRARY SCIENCE

The University of Michigan serves as a center for several interesting cooperative programs that keep the faculty at the School of Library Science in close contact with the public schools and with the state's school media specialists. Although some of the liasons have been strengthened by the School Library Manpower Project program at the library school, other programs are not related to it.

In some cases the University of Michigan (not the School of Library Science) is the body that maintains the formal relationship with the public schools, and the library school's contact is a fringe benefit of the University program. For example, the University of Michigan is responsible for the accrediting of both public and non-public high schools in the state, a commitment that dates back to 1871. The supervision of this accreditation program is assigned to the Bureau of School Services, and a full-time media specialist works with the Bureau as a consultant.

In the course of the work of this Bureau, its media consultant, Ms. Maxine Hough, makes many trips to schools and conducts surveys at the request of school districts. Since Ms. Hough has also served as executive secretary for the Michigan Association of School Librarians and the Michigan AudioVisual Association as part of her job for the Bureau of School Services, she has been able to encourage a closer working relationship between the two professional organizations that led

to joint conferences, a joint newsletter, and the eventual unification of the two groups. The close liason of the Bureau of School Services with the North Central Association of Colleges and Secondary Schools means that the professional associations have the responsibility for recommending evaluators for accreditation teams.

Although the Bureau of School Services has no formal contractual relationship with the School of Library Science, there is a fine informal working relationship. Since the Bureau of School Services also works in close informal cooperation with the Michigan State Library and its school library consultant staff, there are further opportunities for professional contacts, which can benefit the library school. In fact, the well-developed professional liasons among the School of Library Science, the Bureau of School Services, the Michigan State Library, and the state's professional media associations are significant and have played a role in fostering improved media programs in the Michigan schools. In addition, the faculties of the different library schools in the state work closely together. The University of Michigan School of Library Science and Western Michigan School of Librarianship have a joint extension program with the core courses in librarianship offered off-campus in Grand Rapids.

Cooperative programs of the University of Michigan School of Library Science with public school districts which center around the internship program have been augmented through the School Library Manpower Project. Additional faculty hired through this program but now a part of the permanent staff have enabled the school to give more attention to the field work. Another part of the program is an Advisory Board which includes school media specialists from area schools. The interaction of library school faculty and school media specialists has enabled the student internship experience to be designed to meet the needs of both the graduate students and the school districts. Teaching modules, special user studies, and other programs with built-in evaluations form the base of this program, which is supervised by Mrs. Helen Lloyd.

UNIVERSITY OF OREGON: SCHOOL OF LIBRARIANSHIP

Oregon offers programs in the School of Librarianship leading to certification as a school librarian and educational-media specialist with or without the M.L.S. Degree as well as an Interdisciplinary Master Degree in Teaching with a specialization in school librarianship. The variety of options for students is interesting, and the program plans to keep abreast of changes in the certification requirements of the state.

Student teaching in the school library/media center is supervised by Mrs. Patricia Pond, Associate Professor in the School of Librarianship who holds a joint appointment in the Department of Education. Graduate students have an option of full-time student teaching in the school library media center or full or part-time student teaching in the classroom. Graduate students who have an Oregon teaching certificate do not need to take this Student Teaching, but they may elect to take a Practicum for three credit hours. New certification requirements, effective October 15, 1972 and mandatory October 15, 1974, require a Practicum as a pre-requisite to student teaching.

Student teaching normally requires ten hours per week of actual school library work (100 hours per quarter) for 5 hours of credit. A carefully planned program including classroom observations, actual teaching in the library, and related activities is evaluated by the supervising librarian and the university supervisor.

The program is an example of the way in which the student teaching program can provide formal contacts for the library school and area school districts. Since the library school faculty member charged with the education of school librarians/media specialists is also the supervisor of the practicum and the student teaching, the school districts have direct contact with the university's library school teaching program. In selecting the schools for placement of students, the University Supervisor of Student Teaching in the School Library/Media Center must visit many schools and make formal or informal contacts with the media staff members. This is feasible for one person only because the number of students involved in the program is small.

Opportunities for dialogue between school media staff and the university's faculty members are strengthened by cooperative work in professional associations in the state. Membership on state-wide committees, such as the one developing competency-based state certification for teachers including educational media specialists, is another method for promoting relationships between the schools and the library school.

This pattern of formal relationships through student teaching supervision and informal relationships based on personal contacts of the library school faculty is typical of a number of institutions. Its success depends upon the amount of time the faculty member can devote to each student supervised and the strength of the personal contacts they have with area media specialists.

SIMMONS COLLEGE: SCHOOL OF LIBRARY SCIENCE

Although the course of study at Simmons does not include practice teaching work, special arrangements were made by Dr. Jane Hannigan to provide field work experiences for students on a contract basis. These contracts, which were designed as part of the school media course, required the student to design a learning package for student or teacher use based on a written proposal including behavioral objectives. The stude signed a formal contract with Dr. Hannigan and with the school system professional (media specialist or teacher) for whom the work was done.

The school system provided the instructional problem and curriculum area where work was needed as well as the materials and staff support for the library school student. The student's work was graded by the professional on the job who supervised the project. The learning package became a part of the school's media collection.

Students completed a series of projects for the Brookline and Quincy schools. These included individual learning packages with slides, tapes, and reading lists for home economics study, projects on whaling, music, and other topics. In some cases the packages were prepared for teacher use by instructors who had made little

prior use of media; these packages, like the student packages, included step-by-step instructions for use.

Other projects included buying lists for media specialists based on analysis of the school's collection and the needs of the faculty and students in a particular area of study. Some student activities involved utilization of networking concepts such as those developed by Project INTREX at the Massachusetts Institute of Technology, as students compiled listings of specific frames in filmstrips, parts of film loops, or pictures in periodicals that illustrated concepts they were indexing.

Other examples of library school/school district cooperative projects, including the development of Pathfinders for high school use, and activities connected with this study for the Council on Library Resources, are described in Part III of this report.

SYRACUSE UNIVERSITY: SCHOOL OF LIBRARY SCIENCE

Syracuse's annual one-day spring conference for school administrators and their materials staffs, sponsored by the School of Library Science with the cooperation of the School of Education and Area of Instructional Technology, is an outstanding example of a library school's response to the continuing education needs of people in surrounding school districts. The 1973 Conference was the seventh annual session; attendance is now over 500.

The conference series was inaugurated with no extra funding, and the fee paid by the participants covers expenses leaving a small amount in a fund for the following year. Invitations to the conference are sent to superintendents in a wide geographic area, and attendance shows a distribution from many parts of the state and outside New York's borders. Superintendents, principals, curriculum coordinators, teachers, and Syracuse University faculty and students attend in addition to media specialists. Library school students participate in the planning and conducting of the conference.

The topic for the conference is chosen using comments on the questionnaires

from the preceding year with consideration given to the timeliness of the subject. Topics have included the IMC Concept (1967), Standards for School Media Programs (1970), and Curriculum Media (1972).

A combination of speeches, question and answer sessions, media presentations, films, small group meetings and consultant service (offered by representatives from the New York State Department of Education) form the schedule for the program. Well-known speakers from the state and national media scene cover topics in their fields of expertise; the roster of speakers is a distinguished one.

The large turnout for this meeting indicates its importance to educators in the area. About one-third of the participants attended the previous year's conference, illustrating the continuing interest of professionals in the program. The topics chosen appear to meet the needs of those who attend. Several faculty members from other library schools contacted in this study mentioned the Syracuse Conference with great admiration in discussing the role the library school can play in continuing education.

Although a one-day workshop for such a large audience obviously cannot fulfill all the continuing education needs of the area school districts, it can be an important part of a staff development program. Syracuse also offers a three-week summer institute for people with degrees in library science and/or school experience aimed at this same need for continuing education. The annual spring conference, with its emphasis on school administrators outside the media field, is a fine example of library school-school district interrelationships.

WAYNE STATE UNIVERSITY: DEPARTMENT OF LIBRARY SCIENCE

The close teamwork between the Education and Library Science Departments at Wayne State University has positive benefit for students preparing to become school media specialists and students training to become classroom teachers. Both graduate and undergraduate students must do supervised field work and classroom teaching if they lack previous teaching experience. It is possible for the individual with a bachelor's degree to obtain an MSLS degree with teacher certification with directed

teaching experience offered at Wayne State in both the classroom and the library media center.

Students in the undergraduate library science program are enrolled in an interdisciplinary teacher education program with a library science minor and a major in either elementary or a secondary education field. The program in the Department of Interdisciplinary Teacher Education (DITE) consists of four courses in theory and practice; library science minors take eight credits in library science and eight credits in the classroom. In this DITE program, the students are placed in small sections with classroom teacher and school library media specialist representation in each group where possible. This permits an exchange of ideas that can benefit both groups and results in stronger preparation for future school positions. The close working relationship of the prospective teachers and the prospective media specialists should help each to work more closely with his/her counterpart in schools.

The field experience for graduate library school students who have a teaching background provides a laboratory where the student may translate theory into practice. Former teachers have the chance to discover the aspects of media center work that differ from classroom teaching. They attend seminars with students enrolled in directed teaching in the media center. Here, too, an exchange of ideas between the two groups strengthens the program.

The philosophy of uniting the student teacher and the student media specialist practice programs into one working program is a fine idea which builds on the need for teachers and media specialists to work together in the school. It should provide a good theoretical and practical background for these candidates.

One other cooperative project that should benefit the schools is being carried out by the School Library Educators of Michigan, an association of library school faculty members organized by Mrs. Margaret Frazier of Wayne State a few years ago. They are engaged in trying to help the elementary school library media specialists in Michigan who are in danger of being phased out in favor of library technicians. By analyzing the professional aspects of the positions and writing guidelines (job

descriptions) for them, the library educators are working on an activity that will be very helpful to professionals in the schools.

Other cooperative projects at Wayne State University that have involved school-university cooperation was carried out under the auspices of the Urban Libraries Research Institute which is located there. Here the Detroit Public Schools have been involved in research projects concerned with school media centers.

This report could only summarize the high points from the mass of data collected in this study. I have selected a variety of cooperative projects that indicate some of the ways in which library schools and school systems cooperate. In spite of a number of interesting activities, there is much room for more formal relationships between the library school and the field beyond the student-teaching/internship programs.

PART II. DEVELOPMENT OF IN-SERVICE EDUCATION PROGRAM FOR MEDIA SPECIALISTS BASED ON STUDY OF LIBRARY SCHOOL PROGRAMS IN THE AREA

> "...one of our crucial problems is to invent procedures through which professional growth can be personalized, allowing teachers to cope with their own idiosyncratic needs, to begin at their own level of sophistication and to progress at their own optimal rate."
>
> Louis J. Rubin[1]

Substituting the phrase "school media specialist"[2] for the word "teacher" in Rubin's sentence provides the problem that emerged from Part II of my study, a problem for which I developed a model of staff development which we will be testing in Groton during the 1973-74 school year. The model has been designed to meet the needs for continuing education determined after study of the programs offered at nearby library schools and to serve as an integral part of the performance-based staff evaluation program which Groton is contemplating.

Visits to the five accredited graduate library schools geographically closest to Groton which have at least one full-time faculty member working on the education of school media specialists or school librarians,[3] supplemented by discussions in person and by phone with these faculty members and examination of the course of study of each school as described in their catalogs and other printed materials has led me to draw some broad generalizations about the Masters Degree programs offered by these schools. These generalizations served as a basis for the program I have designed.

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[1] Louis J. Rubin, Improving In-Service Education: Proposals and Procedures for Change (Boston: Allyn and Bacon, 1971), p. 250.

[2] Definition used throughout this section is taken from Standards for School Media Programs published by the American Library Association and the National Education Association, 1969, which states, "An individual who has broad professional preparation in educational media. If he is responsible for instructional decisions, he meets requirements for teachers." Groton uses the term "school media specialist" for this category of professional; in Connecticut at the present time, the certification required for this position is that required for a school library-teacher.

[3] The five schools included in this part of the study are: State University of New York at Albany, School of Library and Information Science; School of Library Service, Columbia University; Graduate Library School, University of Rhode Island; School of Library Science, Simmons College; and Southern Connecticut State College, Division of Library Science.

These generalizations are:

1. In each of the five library schools, prospective school media specialists must complete a basic core of courses which are required of all students regardless of their type of library specialization. Some of the material covered in these courses has little or no relevancy to the work of the school media specialist.
2. All of the five library schools offer special courses in the school library media field as well as courses in library work and materials for children and young adults.
3. In addition to a limited number of courses in nonprint media offered at the five schools, students are encouraged to take relevant courses in this area in other departments of the institution and/or at other institutions.
4. While students are encouraged to take courses in the areas mentioned in #2 and #3 above, change in career plans and other factors make it possible for graduates to seek employment in school media centers without some of these courses.
5. Students are exposed to different modes of instruction ranging from learning activity packages and independent study modules using film to traditional lecture, seminar, or student class presentations with each school offering a wide range of different types.
6. The variation in course offerings as well as the diversity of electives chosen by students results in differing backgrounds among graduates of the five schools or even between two graduates of the same school.
7. To be certificable for employment in Connecticut schools, applicants would have to complete additional course work and/or supervised student teaching (supervised experience in a school library or media center is eligible). This work could be done before, during, or after the period of work on the Masters Degree.

It became obvious from my study that any in-service education program for school media specialists established to build upon the educational program offered by these five schools must assume that graduates had diverse educational backgrounds. Although most of our Groton media specialists have studied at one or more of these

five schools, the transient nature of Groton's population and the mobility of librarians in general bring us applicants from other library schools, increasing the heterogeneity of backgrounds. The need for a personalized program of staff development was evident.

Some formal investigation of the field of in-service education[1] and an opportunity to explore aspects important in developing in-service education programs during workshops at meetings of the Connecticut School Library Association and the New England School Library Association held during the period of my grant, augmented the work done directly for the project. This led to the compilation of a list of guiding principles for the design of the in-service program for Groton's school media specialists.

GUIDING PRINCIPLES

1. Staff development must be a continuing program because of social and educational changes that make methods, materials, and information outdated in a short time.
2. It is important to involve the participants in the planning for in-service education. Participants should play an active role in assessing their own needs, in determining objectives for their personal growth, and in setting priorities for individualized programs of in-service education.
3. An individualized program for each participant will avoid repetition of material, skills, and areas that have already been mastered and will allow more rapid achievement of priority objectives.
4. There should be a carefully planned mix of self-instructional materials and group activities in a program for staff development to take advantage of the strengths of each type of learning.
5. Techniques used in the in-service program should employ the best educational practices including carefully stated objectives, media presentations, and group

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[1] See Bibliography at the end of Part II.

dynamics methods. A variety of methods should be used to permit media specialists to choose alternatives which suit their learning styles.

6. On-going evaluation of the in-service education program can provide feedback to be used as a guide in changing the program to make it better suited to the achievement of its stated objectives.

During the past year, the Groton Public Schools have been working on developing a program of performance evaluation of professional employees. Although media specialists are evaluated by their building principals as part of the teacher evaluations, they have also been evaluated by the Director of Media Services under a shared responsibility. The media director concentrates on the areas of professional skills of the media specialist, improving professional competencies, effectiveness of media programs designed and carried out by the media specialist, utilization of media within the school and its effectiveness in the teaching/learning program, and ways in which the building program is carrying out its share of the educational program of the district.

Self-evaluation is an important part of performance evaluation. Media professionals in each school must be active participants in setting specific job targets and priorities for the year working with the principal, team leaders or department heads, and the Director of Media Services to arrive at consensus on the targets and their priority order. Some of the job of monitoring of data for recording progress will also be the responsibility of the individual media specialist since this type of evaluation cannot depend solely on direct observation by the supervising staff members.

Evaluation should be an ongoing process with immediate use of feedback obtained from monitoring progress. Rather than saving the information and suggestions for a future report, readjustment of job targets based on this feedback should take place as it is deemed necessary. Supervisors should provide all possible assistance in overcoming obstacles, and recognition of success should be built into the program.

The following suggestions were developed to explain the process of setting job targets (answering the question, What are we trying to accomplish?):

1. The media specialist should examine the program in the school and the media center to determine ways in which the media center program can meet the needs of the teaching/learning program more effectively.
2. The media specialist should consider the strengths and weaknesses of the collection, facilities, and equipment as physical constraints and/or potentials for program development.
3. The media specialist should consider his own personal abilities, strengths, ideas, and time schedule in relation to the needs of the school program.
4. The media specialist should use his imagination to determine ways in which the media program could be more effective, utilizing the understandings gained from assessing 1,2, and 3 above.
5. The media specialist should list possible job targets for the time period and set priorities based on reality. It is recognized that some targets must be long-range with development of interim performance objectives along the way. For example, a goal of improving cooperative planning with teachers might have a short-term target of achievement of some degree of progress with a small number of faculty members.
6. The media specialist, supervising principal, and Director of Media Services should discuss the job targets and priority ranking and select the key target(s). Working together, they should consider various alternatives for achieving these objectives and define the role each will play in the program to achieve the objectives.

From a year of experience with the program (plus some previous work on setting goals and objectives for the media program in each school), we found that it is necessary to develop clear and precise wording for the objectives (job targets). The ways in which data will be collected to evaluate performance should be specified at the time the job targets are set. Staff members should confer frequently to assess the progress informally and provide necessary feedback (How are we doing?). The performance evaluation process should be secondary in importance to the actual

performance: if ways are discovered to improve actual performance, they should be implemented immediately even though they may alter the design of the evaluation program.

Since performance evaluation is aimed at improving the program in the school (How can we do better?), it is essentially a change process. In-service education (staff development) can be viewed as an integral part of this change process, providing a method by which staff members are able to accomplish their job targets. There should be a correlation between the tasks set as job targets in performance evaluation and the objectives for personal growth arising out of the needs assessment step in the design of a program of in-service education.

The media specialist may need to acquire new competencies or sharpen and develop existing skills in order to accomplish the job targets. If an attitude of mutual trust and a genuine search for improvement in a non-threatening atmosphere can be built into the program, the utilization of the in-service education program as a means of achieving the job targets should offer sound motivation for staff development. It may be that the ideal role of the Director of Media Services should be consultative in the evaluation process and supervisory in the staff development program.

However, the difficulty of developing an instrument for analyzing the total job of the school media specialist and the problem of stating objectives in performance terms were obstacles as we tried to implement our program of performance evaluation. As part of the work done in Part I of this project for the Council on Library Resources, I discovered the new Behavioral Requirements Analysis Checklist (BRAC) developed as part of the School Library Manpower Project funded by the Knapp Foundation of North Carolina, Inc. and administered by the American Association of School Librarians.

This checklist delineates 75 functions for the school media specialist under seven major areas of competency: human behavior (3)[1], learning and learning

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[1] number in parenthesis refers to the number of separate functions included under the broad area heading.

environment (6), planning and evaluation (6), media (30), management (17), research (7), and professionalism (6). Under each function from 3 to 27 separate tasks are outlined; both functions and tasks are stated in behavioral (performance) terms.

By identifying approximately 700 tasks of the school media specialist, BRAC appears to be a useful instrument for needs assessment for a staff-development program. It also has relevance to the job of establishing performance goals or job targets for the individual media specialist for the year. We plan to test it in these ways during the 1973-74 school year to determine its value for these purposes.

As a first step in the process,[1] each media specialist will be asked to go through the lists of functions and tasks in BRAC to rate himself in terms of his self-perceived degree of competency. We have decided to use the entire checklist with a manual scoring sheet asking for self-judgement of each function in three categories:

1-feel confident about this competency

2-could perform with some help

3-no capability

If the media specialiste selects #2 or #3, there is space to indicate the numbers of the tasks where he feels competency is lacking. We have decided to use only three levels of competency since this degree of preciseness seemed adequate for our purposes.[2]

After completing the profile sheets, the media specialist will decide on priority items which he would like to emphasize as job targets for the year and on areas in which he feels his personal in-service education for the year should be concentrated. While these two categories will not always coincide, it is possible that in-service education could be instrumental in assisting a media specialist to

[1] See Flow Charts on pages II-F -II-G for diagram of the entire process

[2] See Pages II-B- II-E for copy of the checksheets we will be using with BRAC produce the individual profile of competency

accomplish his job target(s).

After the media specialist has selected his job targets, he will meet with his principal and the Director of Media Services to determine the specific targets that all feel should be emphasized during the year. The tasks outlined in BRAC can serve as guides for activities that could be carried out as steps toward achieving the job target. For example, the media specialist might feel a need to integrate the media program more successfully with the total school program, and along with the principal and Director of Media Services might select Function 1 under Planning and Evaluation, "To determine the goals, functions,and components of the media program to support the educational objectives of the total school program." Some of the first activities would be Task 2, "Cooperate with total school staff to formulate a statement of philosophy and purpose for the media program," and Task 3, "Cooperate with the total school staff to determine the broad functions of the media program." These activities would require meetings and work by the entire staff and would, of course, depend heavily on the full support of the school administrators for achievement. Most of the other tasks on the list could be carried out by the media specialist as follow-up activities to the group interaction.

Since these tasks are specific, spelling out activities such as determining short and long-range goals, establishing priorities and formulating guidelines for the media program, it is relatively simply to observe their performance. BRAC can be very helpful in delineating the tasks that can be monitored in performance evaluation. We may decide that it would be useful to prepare a shorter list of the most important functions to serve as a guide for principals in their evaluation of media specialists.

In setting individual priorities for professional development, a media specialist might select Function 18 under Media,"To encourage students in the critical and independent use of media and equipment," as a top-rated item with an assessed need for developing more insight in the role of media in mass communication (Task #2) and

and as a method of communication (Task #3). If several media specialists select this item as a top need, the Director of Media Services might plan group in-service education activities; if this is not possible, an individualized study program can be set up to provide the necessary background.

Using the profiles of all of the media specialists along with their self-selected priorities, a planned program for staff development can be worked out with a balance among different methods, such as reading programs, self-instructional packages, special interest groups, workshops, and cooperative problem-solving. It may be possible to set up paired exchange of ideas with two media specialist sharing competencies so that each develops the other's level of expertise in two different areas.

Some activities may be handled best in the context of the school and should be incorporated into the staff development program of the particular school. This is especially true of functions which involve cooperative effort of the total school staff for achievement. The program might serve as a model for problem-solving in the school.

Some of the functions involve attitude changes as well as learning new competencies. Function #3 under Human Behavior, "To establish and maintain an atmosphere in which media center staff, faculty, and students work harmoniously at optimum levels," is concerned mainly with developing an environment which will be conducive to learning. Staff members who feel they do not have competency in this area may need to be involved in a human awareness and sensitivity program in order to achieve this goal.

Some of the functions will be handled jointly by the building level media specialist and the district level program in Groton. For example, Function #14, "To prepare statistical records and written reports of the media program," and Function #15 (both under Management), "To develop methods and techniques for promoting the role of the media program in the school and the community," are two in which the district media director will assume the major role, and the media special-

ist at the building level will compile statistics and data as part of an overall program of public information.

Most of the functions listed in BRAC could be subsumed under Function #4 in Professionalism, "To engage in continuous study and self-evaluation for professional growth," which, in actuality, is the objective for the total program of self-analysis envisioned in this project. Anyone who takes part in this program will be demonstrating his efforts in this area.

As we test the program during the 1973-74 school year, we will be checking on the usefulness of BRAC as an instrument for setting job targets and determining areas for in-service education programs for media specialist. We are working with the School Library Manpower Project staff as we critique the BRAC instrument for the areas of performance evaluation and staff development. The information we derive from this analysis will help us to make any modifications that may be needed to provide an instrument that is suitable for our purposes.

We hope to receive some helpful advice from the five library schools with which we have worked on this Council on Library Resources Grant project. We have already scheduled meetings with faculty members from three of these library schools to discuss our program. At Simmons this discussion will involve students in the course on organization and administration of school library media centers. This is a good example of the type of two-way cooperative program that we have been able to achieve as a result of this Council on Library Resources study, since library school students will profit from the opportunity to examine a real situation of theory applied in practice, and we will gain from the ideas suggested by the group discussion. Other aspects of this cooperative work will be discussed in Part III of this report.

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DIRECTIONS FOR BRAC PROFILE SHEET

We are using the Behavioral Requirements Analysis Checklist (American Library Association, 1973) as a guide for setting job targets for performance evaluation and a means of self-analysis for determining in-service education needs. At the same time we are trying to evaluate BRAC as an instrument for these two purposes, so we are looking for your comments and criticisms. You may want to read through the BRAC booklet before you start your self-study.

1. Read each function and the tasks included under each item and evaluate your competency in performing the function.

2. If you feel confident about the competency, place a check mark in the appropriate box on the BRAC PROFILE SHEET under the number for the function.

3. If you feel that you could perform the function with some help, place a check mark on the BRAC PROFILE SHEET under the number for the function. If there are specific tasks with which you would like more training, record the numbers of the tasks where competency is lacking.

4. If you feel that you lack competency to perform the function, place a check mark on the BRAC PROFILE SHEET under the number for the function. List the numbers of the tasks where competency is lacking.

5. If the function is an item which you feel is important as a job target for the year, circle the box with a blue marker. (This may be a function in which you feel full, partial, or no competency).

6. If the function is an item in which you feel you need some in-service work, circle the box with a red marker. If your need is greatest in one or more specific tasks, circle the numbers of these tasks with the red marker.

7. If you have comments or ciriticisms of the function and/or the tasks listed, write them on the last sheet, identifying the item you are criticizing. Use extra sheets as necessary to complete your evaluation of the BRAC instrument.

8. Complete the self-analysis for each function.

9. Examine the items you have marked as job targets (blue circles) and choose those which seem most important to you. These should be reviewed with your principal and the Director of Media Services to select your job target(s) for the year.

10. Examine the items you have marked for in-service education (red circles) and list them in priority order. With the help of the Director of Media Services, the top priorities will be incorporated in your own personalized staff-development program.

BRAC PROFILE SHEET

[Check in appropriate box]

A. HUMAN BEHAVIOR

	FUNCTION			
	1	2	3	
Feel confident about this competency				
Could perform with some help				
No competency				
Especially need help with items (List numbers of tasks when competency is lacking)				

B. LEARNING AND LEARNING ENVIRONMENT

	FUNCTION						
	1	2	3	4	5	6	
Feel confident about this competency							
Could perform with some help							
No competency							
Especially need help with items (List numbers of tasks when competency is lacking)							

C. PLANNING AND EVALUATION

	FUNCTION						
	1	2	3	4	5	6	
Feel confident about this competency							
Could perform with some help							
No capability							
Especially need help with items (List numbers of tasks when competency is lacking)							

D. MEDIA

FUNCTION

	1	2	3	4	5	6	7	8	9	10
Feel confident about this competency										
Could perform with some help										
No capability										
Especially need help with items (List numbers of tasks when competency is lacking)										

	11	12	13	14	15	16	17	18	19	20
Feel confident about this competency										
Could perform with some help										
No capability										
Especially need help with items (List numbers of tasks when competency is lacking)										

	21	22	23	24	25	26	27	28	29	30
Feel confident about this competency										
Could perform with some help										
No capability										
Especially need help with items (List numbers of tasks when competency is lacking)										

E. MANAGEMENT

FUNCTION

	1	2	3	4	5	6	7	8	9	10
Feel confident about this competency										
Could perform with some help										
No capability										
Especially need help with items (List numbers of tasks when competency is lacking)										

	11	12	13	14	15	16	17	
Feel confident about this competency								
Could perform with some help								
No competency								
Especially need help with items (List numbers of tasks when competency is lacking)								

F. RESEARCH

FUNCTION

	1	2	3	4	5	6	7	
Feel confident about this competency								
Could perform with some help								
No competency								
Especially need help with items (List numbers of tasks when competency is lacking)								

G. PROFESSIONALISM

FUNCTION

	1	2	3	4	5	6	
Feel confident about this competency							
Could perform with some help							
No capability							
Especially need help with items (List numbers of tasks when competency is lacking)							

EVALUATION OF THE BRAC INSTRUMENT

Overall evaluation for setting job targets

_____Excellent

_____Good

_____Fair, needs some changes

_____Poor, needs many changes

_____Useless

Overall evaluation for determining objectives for personal in-service education program and professional growth

_____Excellent

_____Good

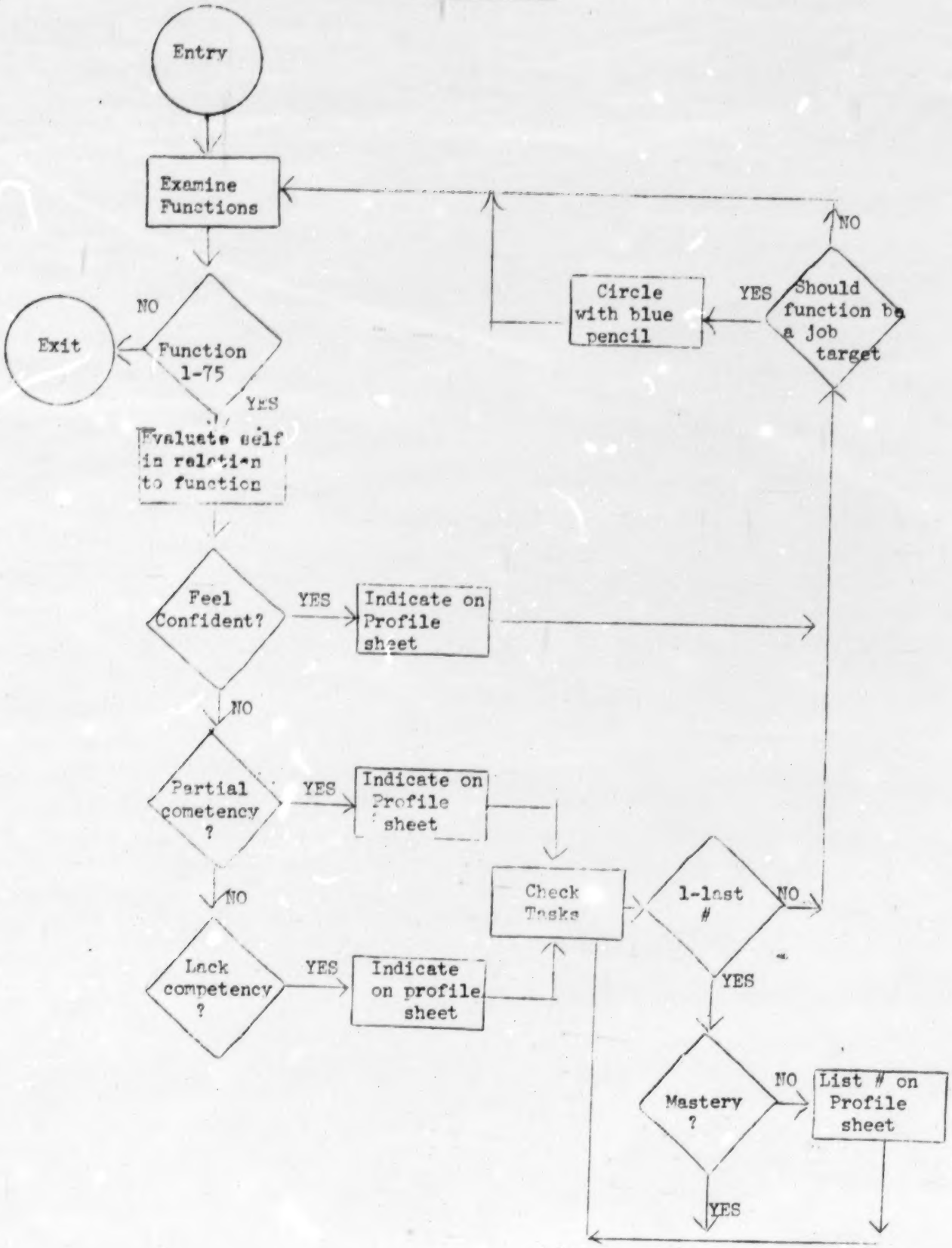
_____Fair, needs some changes

_____Poor, needs many changes

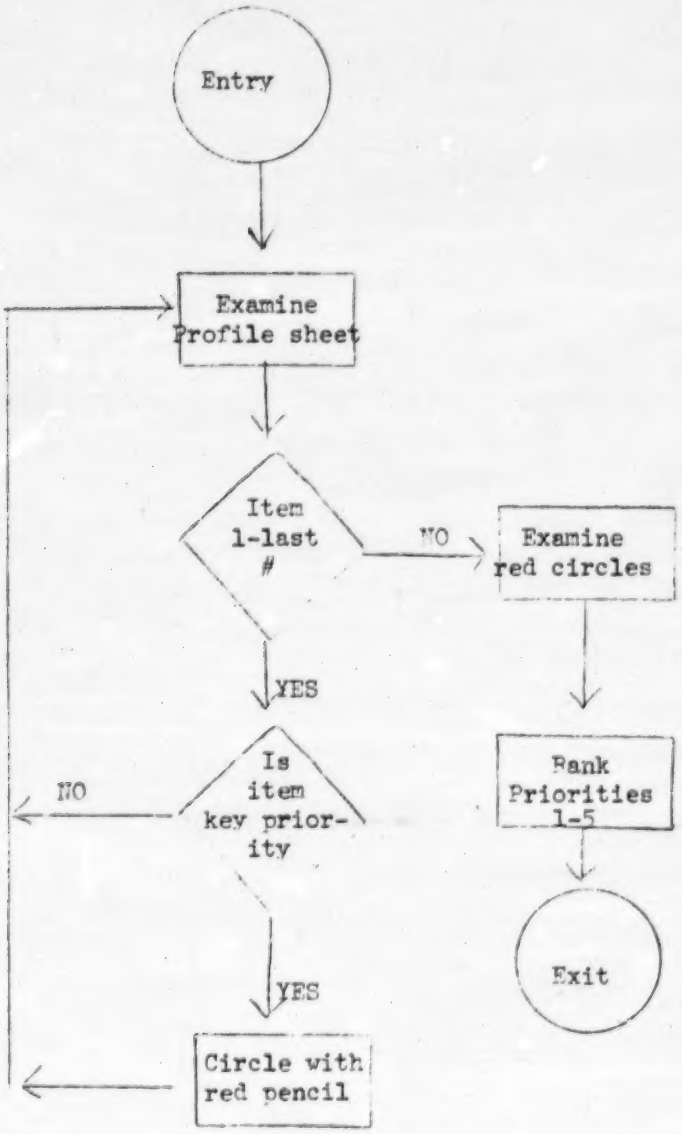
_____Useless

Comments on specific functions and/or tasks (List area, Function # and/or Task number(s):

DEVELOPMENT OF PROFILE SHEET AND JOB TARGET LIST
FLOW CHART # 1



FLOW CHART # 2


Entry
Examine Profile sheet
Item 1-last #
NO
Examine red circles
YES
Is item key priority
NO
Rank Priorities 1-5
Exit
YES
Circle with red pencil

PART III

COOPERATIVE PROJECTS: GROTON PUBLIC SCHOOLS AND THE SCHOOL OF LIBRARY SCIENCE, SIMMONS COLLEGE, BOSTON, MASS.

As part of this project, I have had the opportunity to work out several cooperative projects with faculty members of the School of Library Science at Simmons College and to develop an on-going professional dialogue with them. The informal colleagial relationship may be more important than the actual project activities since it means that an exchange of ideas has been started that offers both parties a method for continued interaction.

The relationship has been of mutual benefit, as the Groton Public Schools through its Director of Media Services, who was the recipient of the Council on Library Resources grant, has had the advantage of professional advice and assistance and Simmons has had the opportunity to gain insight into the practical application of theoretical concepts. It has offered the library school a laboratory for testing student class work. In addition, I have visited various classes at Simmons to talk with the students about the school media field and topics related to my community.

In a discussion with Kenneth R. Shaffer, Director of the School of Library Science, during my initial visit to the school for this project, he made a suggestion which opened up a new idea that has aided immensely in expanding the work done in Part III of my project. Mr. Shaffer suggested that I consider the possible relationship of the entire library school faculty to school systems and not limit myself only to activities with the school media specialist on the Simmons staff. Several of the specific projects have been or are being carried out with other faculty members, and the entire faculty has been most helpful in aiding my professional growth as a media administrator.

One of the project activities has been work with Associate Professor James Matarazzo and students in his class in the Literature of Science and Technology. Students in this course had been working for several semesters on the development of Pathfinders for the Model Library Project of Project Intrex at the Massachusetts Institute of Technology. A Pathfinder is a planned search strategy for guiding a

student to specific media on a given topic. Pathfinders are introductory literature searches on topics which are usually a single concept. References cited may be precise (down to the exact page of a particular book) or they may be more general, such as a list of subject headings to be consulted in various indexes including the card catalog. Library school students at Simmons have prepared Pathfinders for Project Intrex and for other purposes such as a set published by the Massachusetts Heart Association, as well as some designed for high school use. After conversation with Mr. Matarazzo, he felt his class would gain valuable experience with science literature and other materials for younger students, and our cooperative project was begun.

Groton furnished a list of important concepts covered in the sixth grade science program (which uses the Laidlaw Science Series as textbooks). It was suggested that the latest edition of the Brodart Foundation publication, THE ELEMENTARY SCHOOL LIBRARY COLLECTION, edited by Mary V. Gaver and the AAAS SCIENCE BOOK LIST FOR CHILDREN, 1972 edition could be used as evaluative guides for media that might well be found in the Groton elementary schools with supplementary filmstrips, film loops, films and other audiovisual materials taken from the NICEM Indexes, the Westinghouse Learning Directory, and other guides to nonprint media.

Students prepared a set of guides in what is called the Science Search System, following two different patterns similar to the Pathfinders.[1] One pattern offers a more general approach although it does give some specific references. This model cites guides that can be used to locate additional media. An example of this type is the Science Search System on Lasers reproduced on pages 7 and 8. The other model is much more specific but does not give many clues to outside sources of further information. It does provide a study guide which the student can use in considering various aspects of the concept he is researching. An example of this type is the Science Search System on Clouds reproduced on pages 9 and 10.

[1] See pages 7 to 10 for examples of these guides.

During the 1973-74 school year we will be field testing these Science Search Systems in our schools using both traditional and open classrooms for our study. We will be asking teachers, media specialists, and students to evaluate the guides, and we should be able to tell Mr. Matarazzo something about the actual use of these guides for student study. Groton will serve as a laboratory for testing the library school class work with benefits to both the school district and the library school. Feedback may determine which type of Science Search System seems most effective in school use.

Mr. Matarazzo reported that his students had more difficulty with the elementary school guides than with others they had done for high school and college students because they felt less familiar with the media and less aware of the level of knowledge and vocabulary they could assume for these students. He found it a valuable exercise for the library school student since it extended their background with science materials.

Throughout the period of the grant, I have worked on a number of projects that have been strenthened by advice and assistance from Dr. Jane Hannigan. These include the work discussed in Part II of this report on performance evaluation and staff development, work on developing our film collection and improving its use in our schools, and work on a program of media skills for our students. In these activities and in many others, it has been very valuable to me to have a fellow professional with whom to consult. A different point of view has been helpful as I clarified my own ideas and modified them based on an interchange of thoughts. This exchange has taken place by phone, during my visits to Simmons, and at professional meetings.

For example, while we were considering drafting a sequential program for teaching media and study skills in our schools, I was able to attend a class session in one of Dr. Hannigan's courses at Simmons devoted to a study of this topic. The ideas and point of view which I gained from active participation in this discussion were most helpful, and it was also illuminating to the students to hear the opinion

of a district media director on the subject. We are planning to do additional work in this area in Groton this year, aiming our program at an individualized approach to media skills. Our media specialists are preparing self-instructional packages for independent student use, and we expect to call on our library school friends and their classes to help us.

Our teachers and media specialists are compiling a booklet of annotated book titles especially suited for reading aloud to elementary school classes. This booklist will help teachers to utilize research which points out the value of continuing to read aloud to children after they have learned to read independently as a means of improving the child's own reading. Ms. Margaret M. Kimmel, a new faculty member at Simmons and expert in the field of children's literature, is working with us to prepare a list that will offer many fine alternatives for teachers. Ideas will be solicited from students in the children's literature courses at Simmons to supplement suggestions made by Groton teachers and media specialists. Titles will be arranged under broad topic headings and the list will include brief annotations, written by all those who are participating in the project, to give teachers and idea of the scope of the book. Ms. Kimmel has agreed to write a brief introduction for the booklet on the fun of reading aloud to children. I am writing a section on research which shows the value of a continued program of reading aloud. The Groton Public Schools will publish the booklet in mimeographed form, with Ms. Kimmel as its co-editor. Once again, a cooperative project will have added value for both the Groton Public Schools and Simmons.

As our school system rewrites its selection policy for media with special regard to "controversial" areas, we will be consulting with A.J.Anderson who teaches a course on Intellectual Freedom at Simmons. I have visited his class each semester during my grant from the Council on Library Resources to explain censorship attempts we have faced in Groton. The ensuing discussions have been very stimulating. Since we feel that a strong written policy, bolstered by the development of sense of community support for the school media program, is essential in warding off censor-

ship attacks, it has been helpful to have the advice of a person who teaches, lectures, and publishes in this field. In return, we have been able to share our practical experiences in the area.

Discussions with Dr. Thomas J. Galvin on the use of the case study method for in-service education and staff development have been fruitful for both of us. I have obtained a number of helpful suggestions on the use of this method for staff development outside the classroom situation, and Dr. Galvin has been able to extend his knowledge of the use of case study into the area of work done with school media specialists.

Since the grant from the Council on Library Resources has been particularly valuable in establishing on-going lines of communication between the Groton Public Schools and Simmons College, I shall close with mention of a project which I hope to begin this month. The publication of NONBOOK MATERIALS: The Organization of Integrated Collections by Jean Riddle Weihs, Shirley Lewis, and Janet MacDonald (Canadian Library Association/American Library Association, 1973) has promulgated a standard for the cataloging and storage of nonprint media.

The Groton Public Schools has been cataloging such materials for many years. Since we began this work before there were any national guidelines, we had to devise our own policies and procedures in this field. Many people have adopted our procedures which we distributed in duplicated form to all who requested them. For example, a visit to our Processing Center as part of one of the New England School Library Association meetings a number of years ago served to distribute our publications of cataloging and processing procedures for nonprint materials. Our color coding system and some of our procedures were picked up by one national publication.

After a period of years in which many different systems for the organization of nonprint materials had developed, the professional associations most concerned with the problem (Canadian Library Association, American Library Association, and the Association for Educational Communications and Technology) have succeeded in publishing a set of rules that should become the accepted international standard.

These rules present us with a practical as well as a theoretical problem since their adoption in our district will mean making changes in our existing procedures.

We must decide which of the new procedures we should adopt, with various possibilities ranging from no change to full implementation. We must also decide whether to adopt these rules immediately or to phase them in, how many changes must be made in our existing collections, and the cost-effectiveness of the program we decide to follow. I will be conferring with Dr. Timothy Sineath of Simmons to develop guidelines for adopting these new rules for nonprint media. In addition to providing an opportunity to discuss a topic of professional concern to us both, our decisions may be valuable enough to share with the rest of the school media world through a published article. I feel that opportunities for joint publication of articles that provide imput from both the practical experience of people in school districts and the theoretical background of library school faculty should be encouraged.

In conclusion, it is my opinion that the cooperative relationship that has been developed between the school media program in the Groton Public Schools and Simmons College School of Library Science is valuable for both parties. I would strongly recommend that library schools extend their contacts into the school community and that school systems look to the library schools for projects that can be of mutual benefit.

LASERS

What are lasers?

An introduction to this topic appears in The World Book Encyclopedia, 1972 edition, Volume 12, pp. 80a-80d.

The card catalog lists material on lasers under the subject headings:
"lasers"
"masers"

BOOKS on lasers include:
Klein, H.A. Masers and Lasers. (1963 revised edition 1971)
Larsen, E. Lasers work like this. (1969).
Nehrich, R.B. Atomic light: lasers-what they are and how they work. (Advances in science series) (1967)
Patrusky, B. Laser: light that never was before. (1966).

FILMS, FILMSTRIPS, and a TRANSPARENCY on lasers include:
"Laser - a light fantastic" 16mm sound film, color. (c1971) Modern Talking Picture Service.
"Lasers Unlimited" 16mm sound film, color. (1969) Bell System Telephone Offices.
"Laser, light" filmstrip, color, 47frames. (1969) Macmillan. (Elementary Science: Filmstrip Set D for Level 6)
"Masers and lasers" filmstrip, 40 frames. (1969) Popular Science.
"Principle of solid laser" transparency. (1969) United Transparency.

Additional material is shelved under the call numbers:
535.5
621.32
621.381

ENCYCLOPEDIAS containing information on lasers are:
Compton's Encyclopedia and fact-index. 1972 edition. volume 12, pp. 129a-129b.
Merit Students' Encyclopedia. 1967 edition. volume 10, pp. 553-554.
The New Book of Knowledge. The Children's Encyclopedia. 1971 edition. volume 12, pp. 131-133.

BOOKLETS on lasers include:
"Helium-Neon laser - principles and exercises." Metrologic Instruments, Inc.
"Space tracking with lasers". Smithsonian Astrophysical Observatory.

Recent magazine articles on lasers are indexed in the GUIDE listed:
Abridged Readers' Guide to Periodical Literature. Look under "lasers".

Magazines that often contain articles on lasers are:
"Scientific American"
"Science"
"Science News"

ADDITIONAL FILMS, FILMSTRIPS, and other media are indexed in:
Educators' Guide to Free Science Materials: a multimedia guide. 13th annual edition, 1972. Educators Process Service, Inc., Randolph Wisconsin.

Learning Directory. 1970-1971. Westinghouse Learning Corporation, New York.

NICEM (National Information Center for Educational Media)
____Index to 8mm Motion Cartridges.

____Index to Overhead Transparencies
____Index to 16mm Educational Films
____Index to 35mm Educational Filmstrips

COMPANIES to which you can write for information on lasers are:
American Optical Company
Southbridge, Massachusetts

Raytheon Corporation
Waltham, Masaachusetts

This Science Search System was compiled by Jean L. Abdella, Simmons College, School of Library Science. Additions and comments may be addressed to J.M. Matarazzo, Simmons College, 300 The Fenway, Boston, Massachusetts or to Mrs. Elizabeth Fast, Groton Public Schools.

SCIENCE SEARCH SYSTEM - CLOUDS

DISCOVERING CLOUDS: Here is a Riddle. After you finish this search, see if you can explain each line in scientific terms.

I am the daughter of Earth and Water,
And the nursling of the Sky;
I pass through the pores of the oceans and shores,
I change, but I cannot die.
--Shelley.

An introduction to this topic appears in
The World Book Encyclopedia: this will help you learn scientific terms about clouds. Look under "Cloud" in the index. See also "cloudburst", "fog", "lightning", "rain", "water", and "weather".
Encyclopedia International. If your scientific and daily vocabulary is already well-developed, this article challenges you. Look in the index under "clouds-formation, classification". See also "cloud seeding", "atmosphere", "precipitation".
Encyclopedia Americana. This very readable article is for the good reader who enjoys good writing style and would also enjoy learning scientific vocabulary. See the index under "clouds", "cloudburst."

THE CARD CATALOG lists material on CLOUDS under these subject headings: CLOUDS, METEOROLOGY, WATER.

BOOKS on CLOUDS include:

Sloane, Eric. Eric Sloane's Weather Book. New York: Duell, Sloan, and Pearce.
Smith, Francis C. The First Book of Water.
Tricker, R.A.R. The Science of Clouds. New York: Elsevier.

EXPERIMENTS on CLOUDS are found in:

The Book of Popular Science, Vol. 6. Fred R. Schlessinger, "Pro-and Experiments: Weather in the Laboratory".
Nelson, Clifford R. From One Drop of Water. Messner.
Rosenfeld, Sam. Science Experiments With Air.
Tricker, R.A.R. The Science of Clouds, chapters 4,5,6.

WHAT'S THE DIFFERENCE BETWEEN HAZE, MIST, FOG? DEW AND FROST?

The Book of Popular Science, Vol. 2, "Clouds & Fogs;" Dew & Frost".
Condensation & Precipitation (filmstrip) Bailey-Film Associates.
Moisture & Precipitation in the Air (filmstrip) Society for Visual Education.

HOW DO CLOUDS FORM? WHY DOES IT RAIN?

The Book of Popular Science, Vol. 2 (see index under "clouds").
*Clouds & Precipitation Result from the Cycle of Evaporation (video tape: sound magnetically recorded; 5 minutes). MPATI.
Condensation Nuclei (Movie) American Meteorological Society. Released by Universal Education and Visual Arts.
*Formation of a Cloud--Laboratory Experiment (Movie; color, S8mm loop; c 3 minutes.) Encyclopedia Britannica Educational Corp.
The Formation of Clouds (Movie) Harper & Row. Made by Cascade Pictures of California.
*Precipitation Weather Chart (color) Denoyer-Geppert.
*What Makes Clouds (Movie: color, sound optically recorded: 19 min.) Encyclopedia Britannica.

HOW MANY KINDS OF CLOUDS ARE THERE?

*Cloud Formations (Study print) Denoyer-Geppert.
Cloud Forms: Part A & B (filmstrips) Diana Wyllie ltd., England.
Released in U.S. by Carman Educational Associates, Ontario.
Fisher, Robert Moore. How About the Weather? New York: Harper & Row. See chapter five.
*Kinds of Clouds (transparencies) Educational Supply.
Orographic Clouds (Movie) Released in U.S. by BFA Educational Media.

DO CLOUDS MAKE VIOLENT STORMS HAPPEN?

Battan, Louis J. The Nature of Violent Storms. Garden City, N.Y. Anchor Books.
Cloud Front Development (S8 cartridge loop film) Valiant IMC.
Convection Clouds and Turbulence Clouds (Movies) BFA Educational
Jennings, Gary. The Killer Storms....Lippincott.
Meteorology (8 transparencies with 11 overlays) Valiant IMC.
Tornado (S8 cartridge loop film) Valiant IMC.
When Air Masses Meet (Movie) CENCO Educational Films.

HOW DO INSTRUMENTS DETECT WEATHER PATTERNS?

Northern Hemisphere Cloud Patterns, parts 1 & 2 (movie) Valiant, IMC.
South Pacific Cloud Patterns, parts 1 & 2 (movie) Valiant, IMC.
Tropical Atlantic Cloud Patterns, parts 1 & 2 (movie) Learning Arts, Educational Materials & Audio-visual Equipment Catalog.
Tropical Pacific Cloud Patterns, parts 1 & 2 (Movie) Learning Arts, Educational Materials & Audio-visual Equipment Catalog.
North American Cloud Patterns, parts 1 & 2 (movie) Learning Arts, Educational Materials & Audio-visual Equipment Catalog.
Weather Satellites (movie) Harper & Row. Made by Cascade Pictures.
How to Forecast the Weather (Filmstrip) SVE Catalog. Singer S.

CLOUDS IN FOLKLORE & FICTION

Shaw, Charles G. It Looked Like Spilt Milk. Harper & Row.
Slate, Alfred. Air in Fact & Fancy. World Publishing Co.
Sloane, Eric. Folklore in American Weather. Duell, Sloan, Pearce.

ARTICLES ON CLOUDS OFTEN APPEAR IN THESE MAGAZINES:

Science News
Science
Weatherwise

* Available through Learning Directory.

This Science Search System was compiled by Helen Mosby, Simmons College, School of Library Science. Additions and comments may be addressed to J.M.Matarazzo, Simmons College, 300 The Fenway, Boston, Massachusetts, or to Mrs. Elizabeth Fast, Groton Public Schools.